

myworld myfuture myplan

Education and Career Development



The following websites were used to develop the information for this guide:

www.azed.gov Arizona Department of Education

<https://www.bls.gov/> US Bureau of Labor Statistics

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Table of Contents



The Career Development program has been approved by:

3

Research Shows

5

Who Wins? Benefits of Career Development

6

Career Development Myths

7

Workforce of the 21st Century

8

Skills for the Workplace

9

5-Steps to Making Career Decisions

10

Education Options to Consider

11

Financial Options

12

Sample Career Plan of Study

13

Sample ECAP

14

Extend Learning

15

Putting Things Together
Middle School Career Curriculum

16

Important Steps a Parent Should Do

17

Glossary of Terms

18

Resources

What the research says about the value and importance of Career Development

Ask any person on the street when students should start *planning* for a career and most will respond, “After high school” or “during college.” “After all,” they might add, “that’s what I did.” The research suggests that it is never too early to start *thinking* about a career. Further, the research suggests that **students should be taught a process of Career Development throughout their K-12 experience.** Researchers generally agree that students should be exposed to career **awareness** activities in grades K-6. During grades 7 and 8, students should have an opportunity to **explore** careers; and during grades 9 and beyond, they should have the opportunity to actually **prepare** for broad career clusters. Throughout this progression, the focus should be on teaching students a *process* of Career Development. This process involves self assessment, career research, career preparation and job placement. It is a process that students of the current generation will repeat often throughout their adult lives, perhaps as many as nine times.

Career Development can help students to find a “purpose” for their education. Many students simply fail to see a connection between what they do in school and what they will do later in life. Career Development can help students make this vital connection.

Career Development can also save time and money.

The average high school graduate takes ten years to settle on a career. It is, therefore, not surprising that

40% of all college students in the United States are over the age of 25. Too frequently, high school graduates leave high school without a plan for life. Because they haven’t thought about careers while in school, they often wander from one job to another before finding a career that they enjoy. Similarly, many high school graduates attend college but drop out in record numbers because they just aren’t sure why they are attending college. **The College Board reports**

Too frequently, high school graduates leave high school without a plan for life.

Students should be taught a process of career development throughout their K-12 experience.



66%

of adults polled said if they could do it all over again, they would try to get more information about career options. - Gallup

40% of students who start a four-year degree program have still not earned a degree after year six! According to the College Board, the average cost of tuition and fees for the 2016–2017 school year was **\$33,480** at private colleges, **\$9,650** for state residents at public colleges, and **\$24,930** for out-of-state residents attending public universities. It is easy to see that helping students to exit high school with a more clearly defined plan can be cost and time effective.

Career Development can also improve one's satisfaction with life. While there are many factors that determine whether or not one is content with life, job satisfaction surely plays a key role. **The Gallup Poll recently reported that 50% of Americans are dissatisfied with their jobs.** When Gallup attempted to understand why so many Americans are dissatisfied, they learned that **66% of adults polled said that “if they could do it all over again, they would try to get more information about career options.”**

The key, then, is to provide Career Development for all students at all grade levels.

Grades K-6:

Make natural linkages between subjects such as math, science and social studies and related careers.

Grades 7 & 8:

The national organization, *High Schools That Work*, suggests that students “should exit the middle grades with a plan for high school and beyond.”

Students in grades 7 and 8 should:

- ▶ Regularly revise the Education and Career Action Plan with parents and guidance counselors. These plans serve as the blue print for high school and post-secondary course selection.
- ▶ Participate in hands-on activities in the sixteen of the National Career Clusters when possible.

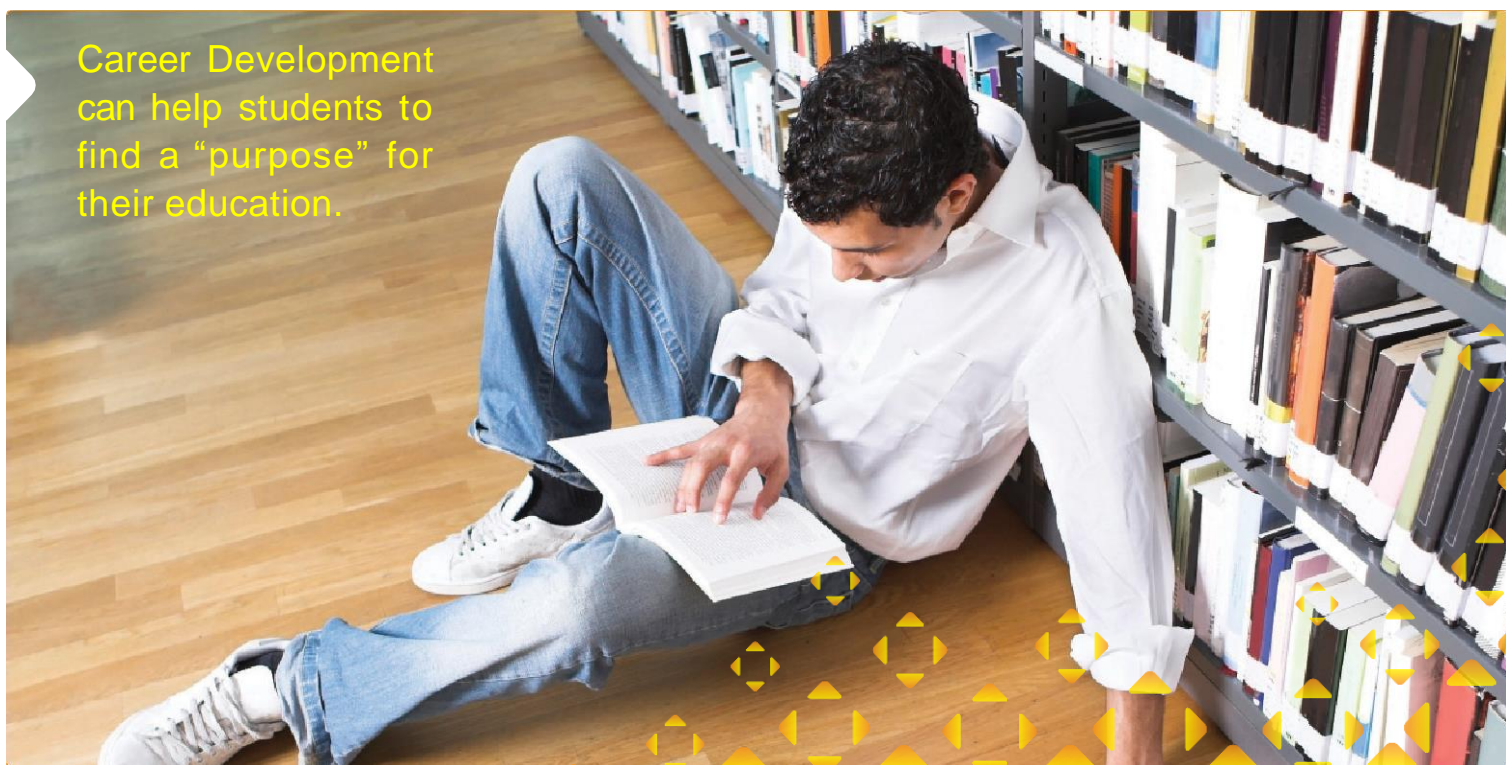
High School and Post-Secondary Education:

Students should have opportunities to:

- ▶ Engage in core academic subjects
- ▶ Participate in career preparation courses in their chosen field(s) of interest.
- ▶ Experience careers through work-based learning programs such as job shadowing and internships.
- ▶ Meet regularly with guidance counselors and career center specialists to ensure being *on track* for post-secondary success.
- ▶ Take appropriate entrance exams such as the ACT, the SAT, and the Armed Services Vocational Aptitude Battery.
- ▶ Apply for college entrance, scholarships, and financial aid.

A comprehensive K-12 Career Development system is the right process for students, and research supports that conclusion.

Career Development can help students to find a “purpose” for their education.



Who Wins? Benefits of Career Development

Who Wins with Career Development?



Students Win

Students learn the process of Career Development and using AzCIS* to help identify their strengths, explore their interests, and research potential careers. Armed with this knowledge, students can continue to investigate possible careers and colleges as their interests change. Students also experience:

- ▶ Higher self-esteem
- ▶ More satisfaction with education received
- ▶ More focus and direction
- ▶ Higher performance in class and on assessments
- ▶ The world of business and industry through work based learning opportunities
- ▶ Higher post-secondary attendance and completion of programs
- ▶ An easier transition into and out of high school
- ▶ Aligned dual enrollment opportunities

* Arizona Career Information System



Educators Win

Teachers have a passion for helping students succeed, both in high school and in their futures. Career Development is an asset to educators because students will see the benefit of their education and be more motivated to succeed. Teachers will also experience:

- ▶ Real world relevance for content areas
- ▶ Greater opportunity to know students' strengths and interests
- ▶ Connections with local business and industry
- ▶ Increased parent involvement
- ▶ Increased career focus by students will improve the classroom learning climate
- ▶ A higher graduation rate

Parents Win

Parents and students can work together to match career interests with post-secondary options, financing, and programs available. Finding a career pathway in high school rather than in college may save funds parents have set aside for their child's education. Parents will also experience:

- ▶ Direct involvement in their children's education
- ▶ Increased student success - every parent's wish for a child
- ▶ More satisfaction with education received
- ▶ Greater student focus and direction in high school and college
- ▶ More informed decision making about programs of study, colleges, and funding

Business & Industry Partners Win

Businesses will have input and involvement in the Career Development process which is crucial to their success and to the training of a qualified workforce. Businesses will also experience:

- ▶ Opportunity to become involved in education
- ▶ A more qualified and motivated workforce
- ▶ Quality resources for internships and job shadowing

Career Development Myth Busters

Here are some common concerns and misconceptions that parents, faculty members, and even students have about Career Development.

| | | |
|---|--|---|
| 1 | Myth Students are too young to decide on a career path. | Fact Research shows that students who have a career path in mind perform higher on assessments, are more focused and satisfied with school, and are more likely to complete post-secondary education. |
| 2 | Myth Career Development will lock a student into one career path. | Fact Career Development is flexible and offers students many opportunities to research and experience different career areas and change their career goals. |
| 3 | Myth Students are too busy with other activities and should enjoy high school. | Fact Career Development helps students better manage their lives so that they can still enjoy activities in and out of high school. |
| 4 | Myth The assessments students take will pigeonhole them. | Fact AzCIS (Arizona Career Information System) can be used to provide students with assessments that reveal information about their interests, skills and values. Students continue developing their personal plans in grades 7-12 and can repeat assessments at any time. |
| 5 | Myth College is not worth looking into because it is not affordable. | Fact There are many opportunities and resources available to students that can lead to affordable post-secondary education and training: <ul style="list-style-type: none">▶ High school guidance counselors*▶ Dual enrollment classes▶ Career Centers*▶ Scholarship specialist* Internships▶ Apprenticeship▶ Military▶ Work related tuition reimbursement programs <p>* These resources provide students with scholarship, grant, and financial aid information.</p> |

Workforce of the 21st Century



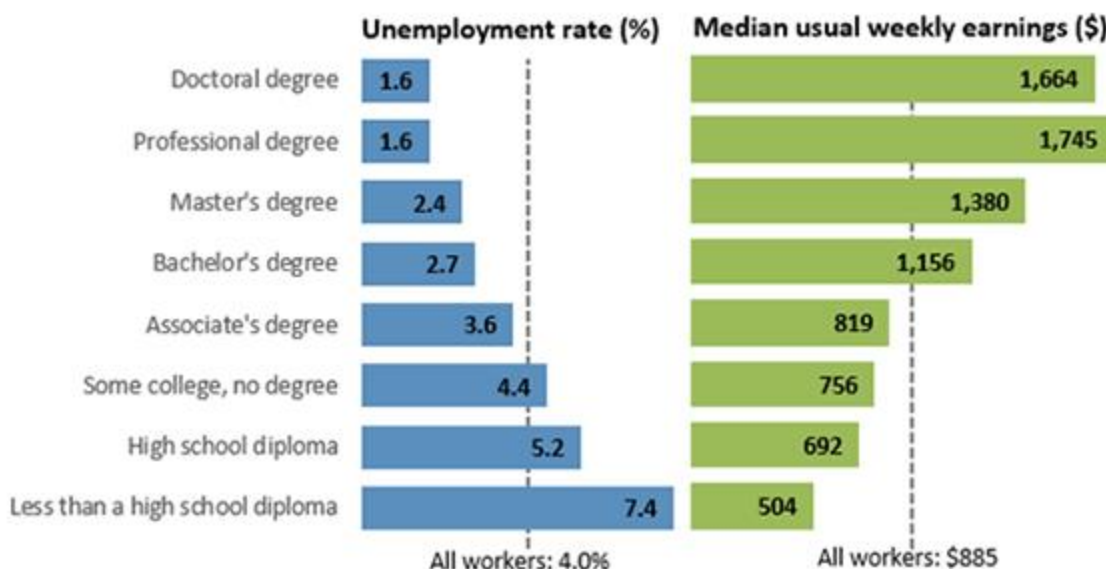
Workplace Changes in the 21st Century

Workers will need to be better educated and better trained to fill new jobs and more flexible to respond to the changing knowledge and skill requirements of existing jobs. Technology, the economy, and social environment will continue to change and evolve the workplace. Workers will need to be internet and social media knowledgeable to keep up with the pace of change.

1. Use AzCIS to develop an ECAP (Education and Career Action Plan) that includes high school courses, graduation, and postsecondary plans.
2. Develop skills in using and interpreting labor market information and job projections.
3. Understand that the more education obtained, the more job options become available.
4. Broaden focus of exploration from one occupation to career clusters.
5. Focus on developing and identifying skills that can be transferred from one job to another.
6. Develop employability skills that include resume writing, searching for a job, and interviewing.
7. Get as much education and experience related to career interests while still in high school via elective classes, extracurricular activities, volunteer work, job shadowing, internships, and part-time jobs.

More education: Lower unemployment, higher earnings

Unemployment rates and earnings by educational attainment, 2016



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

What It Takes to Be Successful

| SKILL. | EXPECTATION |
|--|---|
| Reading | <ul style="list-style-type: none"> • Review and Use of written material to obtain and apply information |
| Writing | <ul style="list-style-type: none"> • Communicate Ideas and Information through Writing |
| Speaking/Listening | <ul style="list-style-type: none"> • Speak clearly and listen carefully |
| Mathematics | <ul style="list-style-type: none"> • Perform basic computations and use math to solve problems |
| Learning | <ul style="list-style-type: none"> • Use effective learning techniques to acquire new knowledge and skills |
| Problem Solving/ Decision Making | <ul style="list-style-type: none"> • Choose a best response among several options • Compare and contrast advantages/disadvantages of alternative approaches • Decide if and what additional information is needed to make a decision, and justify a decision once it is made |
| Creative Thinking | Develop or invent novel ideas, use information in new and innovative ways, create something interesting out of ordinary things |
| Teamwork/ Interpersonal/ Social | <ul style="list-style-type: none"> • Work with others to solve a problem or complete a shared task. • Share ideas and listen to others' ideas |
| Technical | <ul style="list-style-type: none"> • Operate a computer, access the internet, use productivity software such as word processing, presentation, and spreadsheets • Ability to learn new tools/skills/software and to use them effectively in timely manner |
| Responsibility | <ul style="list-style-type: none"> • Take ownership of assigned and unassigned tasks • Complete tasks on time without being reminded |
| Initiative | <ul style="list-style-type: none"> • Take ownership of assigned and unassigned tasks |
| Reliability/ Punctuality | <ul style="list-style-type: none"> • Be counted on to do what has been promised or give advance notice if commitment cannot be kept • Be on time to school, meetings, and appointments |

5 Steps to Making Career Decisions



Career development is the process that allows a person to select the career they are suited for and then discover the best pathway to that career. The career decision-making process described below includes activities that can begin in Middle School and continue into high school and post-secondary education.

Step 1 - Learn about yourself

Students will explore who they are including their personality traits, interest, abilities, personal qualities, accomplishments and learning styles.

Step 2 – Identify Career Possibilities

Students will explore a wide range of occupations in the career clusters that match their career interest inventory, including the career pathways, job prospects, pay, and projected growth, and high-school Program of Study (POS) and post-secondary options to support their career interest.

Step 3 – Evaluate Options

Students will evaluate the list of career options using lifestyle considerations such as education requirement, salary, work location and work environment, travel, etc. Students will learn about financial options for college and will engage in a reality check activity to cross-check their desired lifestyle against the salary and occupation to support such lifestyle. It is important to balance the relationship between lifestyle, career choice, and educational requirement in selecting a career.

Step 4 – Create an ECAP

Students will develop an ECAP (Education and Career Action Plan) inclusive of high-school course plan and postsecondary options including Career in Technical Education, Military, Apprenticeship, 2- and 4-year college.

Step 5 – Review and Revise

As students progress through life and gain new experiences, their interest may change. It is important that they review and revise their ECAP to reflect their latest career and life goals using the 5-step career decision process.



Education Options to Consider



Apprenticeship

Students can learn a skilled trade by combining classroom training at career and technical centers with paid on-the-job training. Most apprenticeships take two to five years to complete, depending on the trade. For more information see <https://des.az.gov/services/employment/apprenticeship-home>

Military

There are five branches in the military: Army, Navy, Air Force, Marines, and Coast Guard. Serving in the military can provide many educational opportunities. There are over 2,000 job specialties for enlisted personnel and over 1,500 jobs for officers. Some of the opportunities include mechanics, electronics, and business. Many people learn skills and receive training that they can immediately translate into careers in the civilian workforce.

Career and Technical Centers

Students can begin to learn some job skills while still in high school and continue training at a career and technical center. Programs vary in length and classes may be offered during the day and at night. Many courses are linked to apprenticeship programs. In many areas, students are awarded certificates in a field of expertise or are prepared for necessary licensure. Find out more at www.azed.gov/cte

Community/State College

Community/State colleges have a wide variety of classes and programs. These programs can be completed in two years or less. Some high schools allow you to take dual enrollment classes and get college credit at the same time. Some students have earned an Associate's Degree even before they graduate from high school. After completing these programs, your teen can go directly to work or continue their education at a university.

University

Most universities offer four-year (Bachelor's Degree) programs of study and in addition advanced degrees such as a Master's Degree or a Doctoral Degree. Most professional careers require at least a four-year college degree.

On-the-Job Training

Your student can acquire some skills in high school that will allow him/her to go directly to work. Getting a job right after high school is an option, but consider that 85 percent of all new jobs will require education beyond high school.

Financial Options



Financial Aid Myths

College Is Just Too Expensive

While it is true that college costs are rising, it is a good investment for the future. All postsecondary education is the ticket to good career opportunities. There are many scholarships available to help fund the cost of college.

We Make Too Much to Qualify for Aid

Aid is intended to make college affordable for students in a variety of financial situations. Financial aid administrators take into account not only income but also other family members in college, home mortgage costs, and other expenses. Aid is awarded to many families who thought they earned too much money. Also consider low-interest loans and apply for scholarships based on academic achievement, talent, merit or other criteria.

Only Straight “A” Student Gets Aid

Most scholarships consider grades, but most awards of federal aid are based on financial need.

Private Schools Are Out of Reach

The key is to pick schools that meet educational, career, and personal needs. While private schools are more expensive than public schools, the family contribution expected is the same thus a better chance of demonstrating financial need.

Types of Financial Aid

Scholarships – Assistance based on academic performance and/or financial need. This money does not have to be repaid.

Loans – A low interest loan that does not accrue interest or require payment until after the student leaves school, for example: Federal Stafford Loan, Federal Parent Loan for Undergraduate Students (PLUS), Federal Consolidated Loan.

Grants – Financial aid that does not have to be repaid. The grant amount is based on need, cost of attendance, and enrollment status.

Work-study – Money earned through part-time employment while attending a postsecondary school. Students work up to 20 hours a week during the academic year.

Private Aid – Financial assistance from a private business or other organization. Many Fortune 500 companies provide aid to students.

Special Aid – Aid for special groups of students, such as veterans, minorities, handicapped, etc. The Federal Department of Veteran’s Affairs provides funds for training veterans.

Sample Career Plan of Study

This is a sample Career Pathway aligned with the Health Science Career Cluster. The purpose is to outline recommended classes; however, high school counselors will individualize this plan with each student.



Career Plan of Study

Learner Name _____

Date _____

Learner Signature _____

Advisor Signature _____

Parent/Guardian Signature (if required) _____

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

| | | | | |
|----------------------------|---|--|---|--|
| High School | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
| | English I | English II | English III | English IV |
| | Algebra I or Geometry | Geometry or Algebra II | Algebra II, Trigonometry or Pre-Calculus | Pre-Calculus, Trigonometry or Calculus |
| | Biology I | Chemistry I | Anatomy & Physiology or Physics | AP Biology or AP Chemistry |
| | Geography/State History | World History | American History | Economics/Government |
| | Required Electives PE, Health, Art, Foreign Language, or Computer Technology | Required Electives PE, Health, Art, Foreign Language, or Computer Technology | Additional High School Electives Introduction to Health Science Medical Terminology Sports Medicine Health Accounting Additional Science coursework | Technology Center Options Health Science Technology Health Careers Certification Nursing Option Dental Assisting Medical Assisting |
| | Career Electives Health or Health Academy Classes | Career Electives Health or Health Academy Classes | | |
| Post-Secondary | Career/Technical College | | Community College | College/University |
| | <ul style="list-style-type: none">🔗 Practical Nursing🔗 Dental Assisting🔗 Emergency Medical Technician🔗 Occupational Therapist Assistant🔗 Physical Therapist Assistant🔗 Surgical Technology🔗 Advanced Unlicensed Assistant | | <ul style="list-style-type: none">🔗 Dental Hygienist🔗 Occupational Therapy Assisting🔗 Orthotic Prosthetics Technician🔗 Physical Therapy Assistant🔗 Radiologic Technologist🔗 Respiratory Care🔗 Biotechnology | <ul style="list-style-type: none">🔗 Dentist🔗 Nursing🔗 Medical Technologist🔗 Doctor of Osteopathic Medicine🔗 Pharmacist🔗 Physical Therapist🔗 Physician🔗 Veterinarian Science |
| Career Enhancement Options | Work-based Learning Options | | Short-Term Training Options | |
| | Job-Shadowing: | | <ul style="list-style-type: none">🔗 Certified Nurse Aid🔗 Certified Medication Aide🔗 CPR / First Aid Certification🔗 Alzheimer's / Geriatric Care Training🔗 Phlebotomy🔗 Medical Coding | <ul style="list-style-type: none">🔗 EKG Technician🔗 Pharmacy Technician🔗 Central Sterile Processing Technician🔗 Veterinary Assistant🔗 Medical Transcriptionist🔗 Conversational Spanish |
| | Internship/Mentorship: | | | |
| | On-The-Job Training: | | | |

My ECAP Report

Last Name: _____ **First Name:** _____ **Middle Name:** _____
School Name: _____ **Student ID:** _____ **Graduation Year:** _____

My Career Goals

4/3/2017

3/30/2017

Engineer in the first 10 years
 Engineering Manager between 10-20 years
 Own my own company after 20 years

PhD maybe

My Educational Plans

| | | |
|-------------------------------------|--|----------------------|
| <input checked="" type="checkbox"/> | Bachelor's degree (4 years of postsecondary education or more) | Military |
| <input checked="" type="checkbox"/> | Associate degree (2 years of postsecondary education) | Employment |
| <input type="checkbox"/> | Certificate | No plan at this time |
| <input type="checkbox"/> | Apprenticeship | Other |

3/30/2017

go to college to get a BS degree in engineering
 get an MBA while at work to get business experience

Career Clusters of Interest

| | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Agriculture, Food, and Natural Resources | <input type="checkbox"/> | Hospitality and Tourism |
| <input type="checkbox"/> | Architecture and Construction | <input type="checkbox"/> | Human Services |
| <input type="checkbox"/> | Arts, Audio/Visual Technology, and Communications | <input checked="" type="checkbox"/> | Information Technology |
| <input checked="" type="checkbox"/> | Business Management and Administration | <input type="checkbox"/> | Law, Public Safety, Corrections, and Security |
| <input type="checkbox"/> | Education and Training | <input type="checkbox"/> | Manufacturing |
| <input type="checkbox"/> | Finance | <input type="checkbox"/> | Marketing |
| <input type="checkbox"/> | Government and Public Administration | <input checked="" type="checkbox"/> | Science, Technology, Engineering, and Mathematics |
| <input type="checkbox"/> | Health Science | <input type="checkbox"/> | Transportation, Distribution, and Logistics |

Course Plan

| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade | Total |
|----------------------|---------------------|--------------|--------------------|------------------|-------|
| Arts | Music | Music | music | Music | 4 |
| English | American Literature | Composition | English Literature | World Literature | 4 |
| Mathematics | Geometry | Trigonometry | Precalculus | Calculus | 4 |
| Science | Biology | Chemistry | Physics | Thinking Science | 4 |
| Second Languages | German | German | German | German | 4 |
| Social Studies | Civics | Geography | U.S. Government | World History | 4 |
| Career and Technical | | | | | |
| Health and PE | | | | | |
| Religious Studies | | | | | |
| Other | | | | | |
| Total Credits | 6 | 6 | 6 | 6 | 24 |

Extended Learning

The term “extended learning” refers to the knowledge and experience that students can gain in a work setting through job shadowing, community service, mentoring, cooperative education, and internships.

These experiences are designed to raise student awareness of the world of work, provide exposure to specific careers, and give students a taste of their real-life futures now. Here are some ways that extended learning can enrich student education and career planning.



Job Shadowing

Students can follow experienced professionals through the course of a workday (or days) as they deal with the demands and challenges of their jobs. Job shadowing provides students the opportunity to explore and gather information on a wide range of career areas before deciding where they want to focus their attention.

Community Service

Community service consists of volunteer work for non-profit or public community organizations. Volunteer work provides students useful job experiences and valuable business contacts while benefiting the community. Building homes for Habitat for Humanity and raising funds for charitable organizations are common service learning projects.

Mentoring

Students can learn about specific careers by working one-on-one with mentors in career areas of interest. Students learn specific information about the career area and develop the skills required for success at work directly from professionals in the field.

Cooperative Education

Students work part-time in jobs that are coordinated with classroom instruction. Students spend a portion of the day in school and a portion at work directly applying concepts learned in class, receiving hands-on training and experience, and honing their soft skills.

Internships

Students work on temporary assignments within a specific career area. These on-the-job learning experiences reinforce classroom instruction because students are directly applying what they have learned at school into the world of work. Some internships can transition into full time employment and offer payment to students.

Putting Things Together - Middle School Career Curriculum

<https://htnguyen567.wixsite.com/azmscareers>



Career Curriculum

Focuses on Career Literacy and Exploration. While exploring all 16 career clusters, students will:

- ✓ **Identify** individual interests, abilities, strengths and personality traits.
- ✓ **Understand** personal values and work skills in career planning
- ✓ **Understand** influences on employment trends and future training
- ✓ **Identify** career clusters and related pathways through an interest assessment
- ✓ **Understand** the relationship between educational achievement and career choices/postsecondary options
- ✓ **Use** AzCIS to locate, evaluate, and interpret career information
- ✓ **Develop** a pre-ECAP (Education Career Action Plan) that includes short and long-term goals, high school program of study, and postsecondary/career goals

The curriculum, based on AZCIS, Nebraska and Florida Careers Curriculum, has been designed for 25 45-minutes class periods implementation, focusing on four modules:

- ❖ **Introduction** (1 class period)
Provides a course overview and includes a pre-course survey
- ❖ **Who Am I?** (6 class periods)
Students will explore who they are including their likes and dislikes, personal qualities, accomplishments, learning styles and personality traits.
- ❖ **What Do I Want to Do?** (10 class periods)
Students will learn about the 16 career clusters including jobs prospect, pay, and projected growth
- ❖ **How Do I Get There?** (8 class periods)
Students will complete a high school Program Of Study and postsecondary options inclusive of technical careers, military, and apprenticeships. Financial options for college will be presented and a post-course assessment will be administered.

What this site offers

- Curriculum is free and available for online use
- Includes detailed lesson plan guides and goals & objectives
- Ready to use lesson plans and handouts
- Aligned with the National Career Education model based on 16 career clusters
- Curriculum can be delivered by teachers, counselors, or professionals
- An individualized pre-ECAP per student as output from AZCIS

This curriculum considers the unique academic, personal, and social needs of middle school learners. The goal is to engage students in discovering career possibilities and how these possibilities align with their personal goals and interests.

Important Steps a Parent Should do

- ❖ Discuss your job with your student. Describe how you made that career decision, what you like or dislike about your job, and what you could have done to improve your career decisions.
- ❖ Review the results of your student's career assessments that they may have taken at school. Ensure that your teen has explored occupations at school or even at home using <https://portal.azcis.intocareers.org/>
- ❖ Help your student set short and long term goals and have periodic talks with your teen to discuss their career interests.
- ❖ Offer guidance but resist pushing them toward a career you find interesting. Let him/her make the choice.
- ❖ Be positive. Help your student build self-confidence and to see themselves with a successful and satisfying future.
- ❖ Help your student select courses that will help them prepared for the occupation they have chosen and for postsecondary education.
- ❖ Set high expectations for your teen in their class work and extracurricular activities.
- ❖ Encourage your teen to plan for postsecondary education whether the choice is a career and technical institute, community college, or university. The majority of jobs in the future will require additional training and education past high school.
- ❖ Start a savings plan as early as possible to help pay the cost of postsecondary education.
- ❖ Explore scholarships and financial aid options. Ask the school counselor to share the information about state scholarships and other local financial aid.
- ❖ Keep the lines of communication open with your teen. Career planning is an on-going dialog/discussion.



Glossary of Terms

16 Career Clusters:

The US Department of Education has designated 16 career clusters of related industries and occupations in the American economy. Career clusters identify pathways from secondary school to two and four-year colleges, technical school, graduate school, and the workplace. As a result, students can learn in school and prepare for future employment in the cluster that best fits their interests and abilities. The national sixteen career clusters include:

- ▶ Agriculture, Food & Natural Resources
- ▶ Architecture & Construction
- ▶ Arts, Audio/Visual Technology & Communications
- ▶ Business, Management & Administration
- ▶ Education & Training
- ▶ Finance
- ▶ Government & Public Administration
- ▶ Health Science
- ▶ Hospitality & Tourism
- ▶ Human Services
- ▶ Information Technology
- ▶ Law, Public Safety, Corrections & Security
- ▶ Manufacturing
- ▶ Marketing
- ▶ Science, Technology, Engineering & Mathematics
- ▶ Transportation, Distribution & Logistics

Education and Career Action Plan (ECAP)

This document includes required and elective classes for graduation as well as postsecondary plans and courses which meet the career interests of the student.. The ECAP may follow a career pathway which is based on the student's academic, career, and personal interests and abilities.

Concurrent Enrollment:

Credit earned by a high school student enrolled in a college course on a college campus while attending high school at the same time.

Dual Enrollment:

College credit may be earned when a high school student takes a course from a high school teacher on a high school campus. These opportunities will vary per career field and teacher.

Post-Secondary Options:

Students will have the opportunity to learn and explore all options they may want to consider after graduating from high school. These options include but are not limited to:

- ▶ Apprenticeships
- ▶ Community college
- ▶ Military enlistment
- ▶ Technical school
- ▶ University
- ▶ Direct employment into the workforce

Soft Skills:

Business and industry have identified the following as necessary/required soft skills for employees to maintain:

- ▶ A positive work ethic
- ▶ Professional appearance
- ▶ Professional etiquette
- ▶ Interpersonal skills
- ▶ Communication skills
- ▶ Computation skills
- ▶ Computer literacy (Excel, Access, Word)
- ▶ Technical writing skills
- ▶ Problem solving
- ▶ Critical thinking
- ▶ Teamwork approach
- ▶ Technical and safety skills



Educational & Career Websites:

Maricopa Community Colleges: www.maricopa.edu

ASU: www.asu.edu

NAU: www.nau.edu

U of A: www.arizona.edu

West-MEC: www.west-mec.org

Arizona Career Information System: azcis.intocareers.org

Arizona Commission for Post-Secondary Education: www.azhighered.org

ACT: www.act.org

SAT: www.collegeboard.com

CTE: [https://www.peoriaud.k12.az.us/cteparents/Pages/](https://www.peoriaud.k12.az.us/cteparents/Pages/Default.aspx) Default.aspx

Career Services, Glendale Community College:

www.gccaz.edu/career

Career Services, Arizona State University:

www.asu.edu/studentaffairs/career

ASU CRESMET, Virtual Counseling Center:

vcc.asu.edu

America's Career Resource Network:

www.acrnetwork.org

One-Stop Workforce Centers:

www.arizonavirtualonestop.com

College Navigator:

www.nces.ed.gov/collegenavigator

College Search:

www.collegeview.com

College & Career Search:

www.mymajors.com



*This listing is not meant to be all-inclusive.